

CAREER DEVELOPMENT

The School to Work Program

The Vision:

All students in NSW government secondary schools will be enterprising and capable citizens well prepared for creating their own future pathways.

They will take on personal leadership and responsibility for planning and self-managing their career transitions to construct a fulfilling and productive life.

They will have the skills and confidence to become independent, self-aware, resourceful and critically alert to the choices and opportunities available as they move through and beyond school.

To achieve this vision the School to Work Program focuses on four key areas:

- **Planning Transition Pathways** – supporting students to develop confidence in self-managing their career and transition planning
- **Exploring Career Futures** – providing students with access to people, opportunities and a variety of media, which assists them to process information about work, education and training options.
- **Strengthening Student Outcomes through Vocational Learning** – supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas.
- **Building Networks and Connections** – strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks.

For more information go to www.schooltowork.com.au and make it your favourite!



Career development

Career development is a lifelong process that is unique for every individual. Individuals bring a unique set of skills, values, interests, attributes and experiences to the process of designing and managing their careers. Student's life, learning and work opportunities are influenced by personal characteristics, as well as family, community and cultural values, geographic, economic and political circumstances as well as unpredictable events.

A holistic career development approach in a school or across a community of schools (or Local Management Group) should align to teaching and learning programs and initiatives across the critical phases of learning.

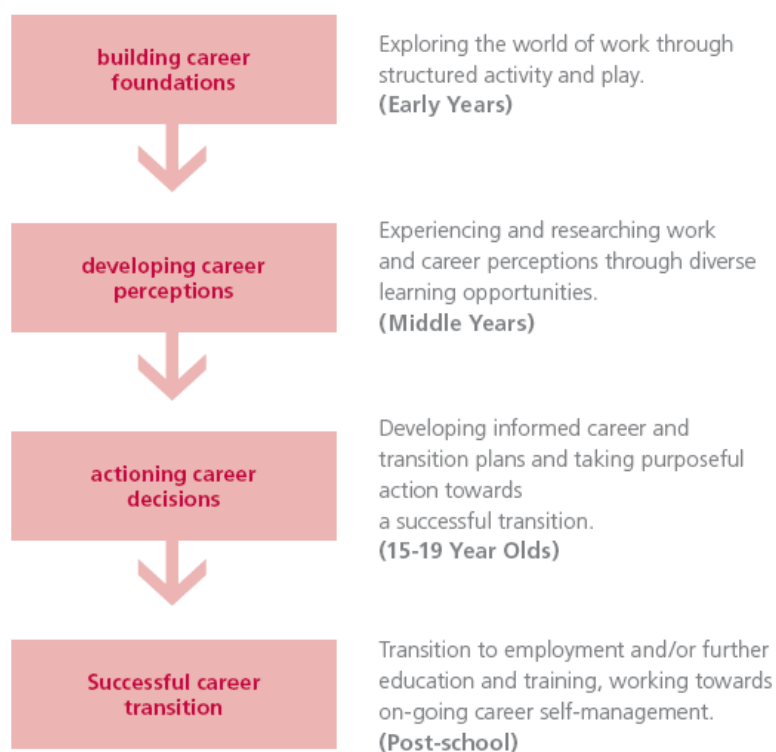
The goal of career development work is to assist individuals develop the skills and knowledge to effectively manage their careers. (McMahon & Tatham, 2008, p11)

Career development is a sequence of maturity stages that is broadly outlined in the following *School to Work Program* framework below though individuals may enter these stages at different times:

School to Work: Looking Forward

A Developmental Model

This will be a sequential program which will develop student's self-awareness through strong career foundations leading to independent management of their career development in the post-school years. By exploring realistic career perceptions and strengthening the ability of students to action career decisions and develop self-managing skills, the program will give students a far greater level of connection to the working world.



The Australian Government in collaboration with the states and territories has released the *Australian Blueprint for Career Development*, which is a framework that outlines eleven (11) career management competencies, grouped into three areas and four developmental phases. This framework can be used to design, implement and evaluate career developmental programs. At its core, the Blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers. <http://www.blueprint.edu.au/>

Career education

According to the Ministerial Council for Employment, Education, Training and Youth Affairs (1998) Career Education is “The development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life”.

The Career and Transition Team plays a key role in ensuring that this program is planned, monitored and evaluated so that it meets the needs of the students and school community. Students’ self-management skills will be developed in three areas:

- Personal management
- Learning and work exploration
- Career-building.

A career education program may include:

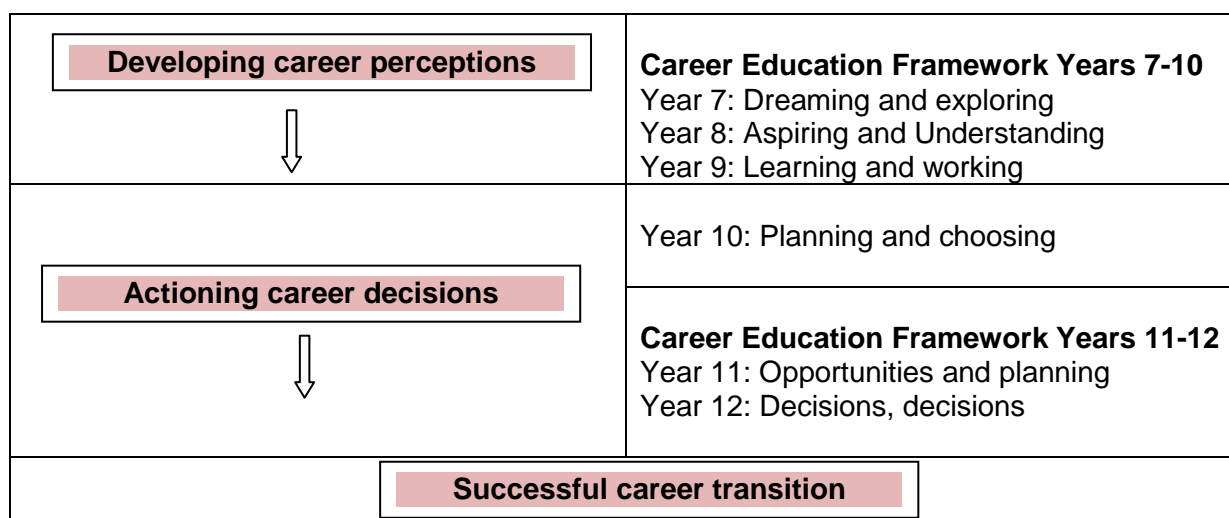
- Experiences across curriculum areas – work site visits, workplace experiences, self-reflection activities, vocational and enterprise learning, etc.
- Specific Board of Studies syllabuses – Work Education, Work Studies, Career Education, Work and the Community Life Skills and the Australian Career Aspirations Program.
- Involvement of the wider community – mentoring, careers expos, community or workplace projects cultural activities, volunteering, service learning and guest speakers etc.
- Career self-reflection and discussion as part of career counseling with a careers adviser and/or transition adviser – subject selection, career planning, etc.
- Opportunities to assist parents and families to support their children to be positive about education, training and work opportunities.

The career education program needs to be regularly monitored and evaluated to ensure that it reflects current knowledge of the world of work and career development research to deliver effective outcomes for students. All of these areas of a career education program can be developed under the *School to Work Program*, a NSW government commitment for students in government schools aimed to support the successful transition of students from school to post-school employment, further education and training.

Curriculum

A sample career development program for a secondary school is provided in the DEEWR resource called [Resource for Career Practitioners](#) (ReCaP), page 39. This aligns with the School to Work career development model provided earlier.

Inspiration and innovation - A Career Education Framework for Years 7-12



This model could be used to guide a whole of school approach to students' career development, which would then inform which, if not all, of the curriculum programs provided below the school wishes to implement.

Resources to support these programs will be provided below in the **Curriculum resources** area.

NSW Board of Studies Programs

[Work Education](#)

[Career Education](#)

[Aboriginal Career Aspirations Program](#) (ACAP)

[Work Studies](#)

[Work and the Community Life Skills Course](#)

[Industry Based Learning](#)

Vocational Learning – NSW DEC

[Vocational Learning](#) (DEC intranet)

Vocational Education and Training Programs / Facilities

[VET in Schools Courses](#)

[School-Based Apprenticeships and Traineeships](#)

[Trade Schools and Trade Training Centres](#)

Curriculum resources

[Vocational Education in Schools](#)

[Australian Blueprint for Career Development](#) – go to the “Toolkit” then “worksheets and Activities”

[Resource for Career Practitioners](#) (ReCaP) – go to Section 6 – Lesson Bank: teacher notes and student worksheets.

[National Career Development Week](#) “Get the life you love!” Campaign – Fact sheets and the Resources Hub.

[myfuture Orientation Activities](#)

[myfuture Training Kit](#) – Activity Bank, quizzes and much more.

[Logbook Online](#) – (DEC Intranet only)

[Student Pathways Survey Handbook](#) - (DEC Intranet only)

[Careers Advisory Service](#)

[myfuture Careers Expo Activities](#)

[Virtual Careers Expos](#)

[Job Guide](#)

[ACTU Worksite](#) – Your Rights at Work for Students

[Union Teach](#)

[Young Workers “Hazard a Guess”](#)

[The Real Game Series](#)

[Student Guide to Workplace Learning](#)

[Career Information and Resources](#)

[Year 12 What Next?](#)

[Generation One](#) – supports a movement to bring Australians together to end the disparity between Indigenous and non-Indigenous Australians. This website has inspirational stories.

[Skills Road](#) – supporting students interested in apprenticeships and traineeships

[Board of Studies NSW](#) – information regarding NSW primary and secondary curriculum

[Universities Admission Centre](#) (UAC) - processes applications for admission to most undergraduate courses at participating institutions

Workplace learning / Work experience

The NSW Department of Education and Communities has a Workplace Learning Policy which you should be familiar with. Also there are documents that will assist you in the implementation of the policy. All of these can be found at:

<https://www.det.nsw.edu.au/vetinschools/worklearn/index.html>

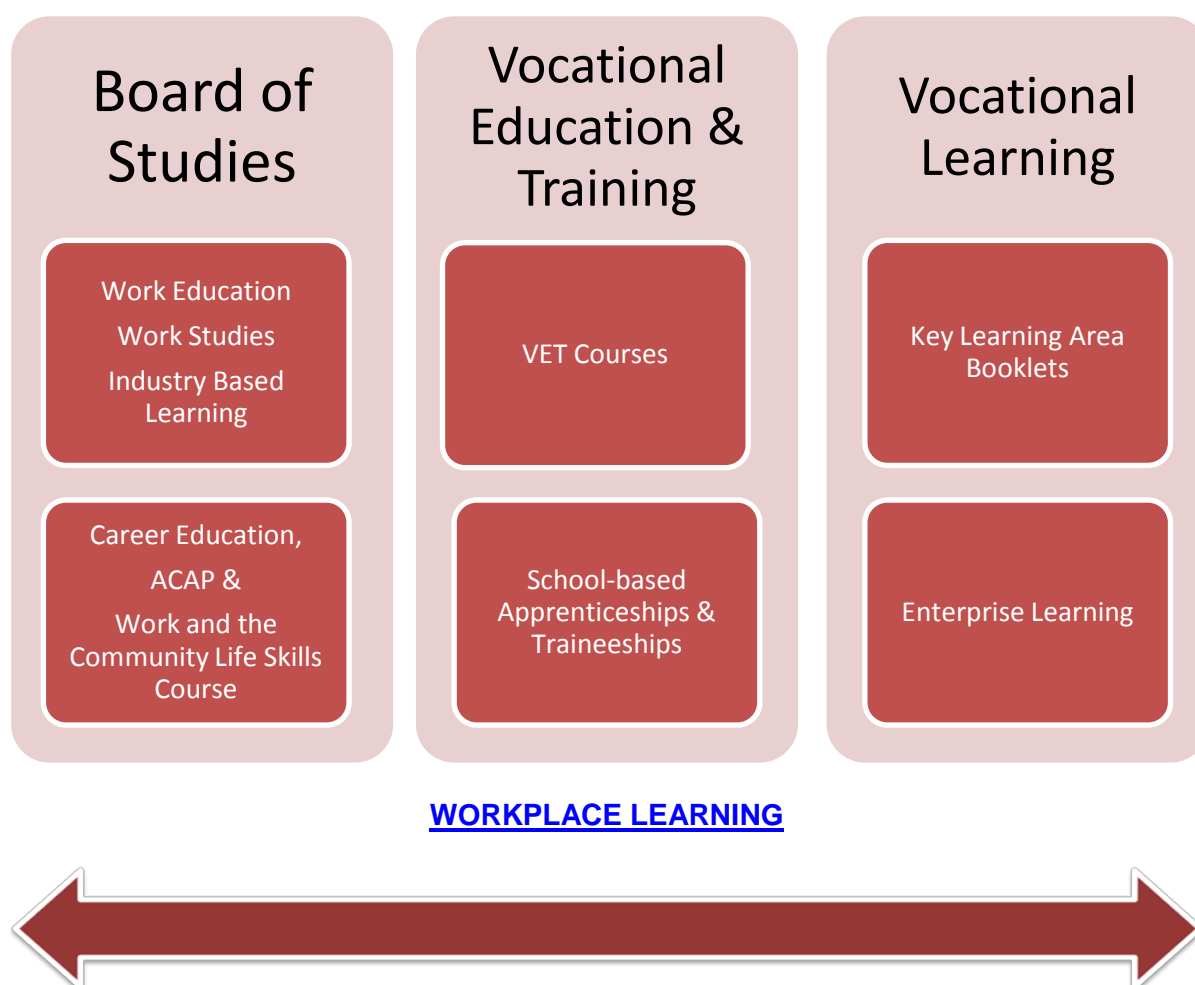
Please read the mandatory document [**WORKPLACE LEARNING PROCEDURES AND STANDARDS**](#), as an essential resource to implementing a workplace learning program. This should be used in concert with the documents in the **Procedures and -Implementation Support** section of the above website.

Excellent information can be found to support you in preparing students for work experience or other workplace learning programs on the Vocational Education in Schools Directorate internet site titled "Operating Workplace Learning Programs" at:

<https://www.det.nsw.edu.au/vetinschools/worklearn/operating.html>

An useful resource for students is [*A Guide to Student Workplace Learning*](#), which can be downloaded and printed or ordered from State Office by calling 02 9244 5023.

Curriculum supported by workplace learning



Subject selection

Excellent general advice on subject selection can be found on the myfuture website including a short podcast by Merri Holt at:

<http://uat.mylfuture.edu.au/The%20Facts/Education%20and%20Training/Choosing%20School%20Subjects.aspx>

There is also a range of information regarding subject selection provided on the Vocational Education in Schools internet in the Parents and Community section of School to Work at: <https://www.det.nsw.edu.au/vetinschools/schooltowork/parentscommunity/subjectselection.html>

Each school tends to develop their own processes and activities to support students in the process of subject selection from Year 10 into Year 11. Find out how your school has provided this support in the past.

The following example of a subject selection process is provided below adapted from Denison College and Henry Kendall High School.

Step1: School executive are briefed on the process below, including the use of the DEC Student Pathways Survey/Plan.

Step 2: Using the Student Pathways Survey/Plan - Year 10 students are briefed on the purpose of the Student Pathways Survey (See the [Student Pathways Survey Handbook](#)) prior to undertaking the Survey. Students are able to identify some key actions they need to take to better support their career planning from the Feedback report generated from the Survey and enter these along with subject choice ideas in their Student Pathways Plan.

Step 3: Selected staff are trained in:

- The usefulness of the Student Pathways Survey/Plan to support student's subject choices.
- The use of the myfuture website.
- Supporting students in developing an Individual Action Plan that will support them developing a career pathway plan, using the Student Pathways Plan.
- Leading students to understand the decision making process.
- Leading an interview to support students articulate their career pathway plan.

Step 4; Students attend a Careers Expo.

Step 5: Parent information night:

- Subject selection handbook given out. Parents are briefed on the career action plan process developed by the school.
- Presentations from: TAFE/TVET, University, Local Group Training Organisation or other RTO, usefulness of the myfuture website

Step 6: Students complete their Individual Action Plan and develop their Student Pathways Plan – supported by information provided in careers lessons.

Step 7: Selected trained staff interview all Year 10. Students are sent a formal letter to request an interview. An appointment is made and they present in neat civilian clothes. **AIM: to convince the teacher that they have put in place a sound career pathway plan, providing evidence-based material.**

Step 8: Subject Selection – Parents and Students. Faculties market their subjects and provide information to parents and students. (Careers Adviser available to double check subject pattern ideas and talk to parents and students)

Step 9: Taster Lessons. Students are offered a lesson from subject areas they are interested in, especially useful for students who have not engaged in the subject before. eg: Economics, Business Studies, Ancient History, etc.

Alternative seminars for leavers – eg: Employers, Group Training, etc.

Step 10: Selected staff interview and double check students intentions (with the provision of a checklist)

Students complete Preliminary Tracking Sheet (see: Logbook Online or return and adjust their Student Pathways Plan) and submit their subject selection for Year 11.

Students not completing their HSC submit a Student Pathways Plan identifying their course of action. A gap analysis is undertaken to provide students with extra support eg. Work experience, TAFE visit, access to Pre-vocational courses